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ABSTRACT

ERIC abstracts on inservice education for education staff and administrators, announced in RIE through october 1970, are presented. The key terms used in compiling this collection are "inservice courses," "inservice education," "inservice programs," and "inservice teacher education." The following information is presented for each document: author, title, place of publication, publisher, publication date, number of pages, ERIC document (ED) number, price and availability, and abstract. A subject index is cross-referenced with the document listing. (RA)

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ERIC Abstracts on:

Inservice Education for Staff and Administrators

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ERIC Abstracts

A Collection of ERIC Document Resumes on

Inservice Education for Staff and Administrators

Compiled by

the

ERIC Clearinghouse on
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University of Oregon
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October 1970

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PREFACE

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Research reports are announced in Research in Education (RIE), available in many libraries and by subscription for $21 a year from the United States Government Printing Office, Washington, D.C. 20402. Most of the documents listed in RIE can be purchased through the ERIC Document Reproduction Service, operated by the National Cash Register Company.

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Besides processing documents and journal articles, the Clearinghouse has another major function--information analysis and synthesis. The Clearinghouse prepares bibliographies, literature reviews, state-of-the-knowledge papers, and other interpretive research studies on topics in its educational area.

The ERIC Abstracts series is the result of a cooperative arrangement between the Clearinghouse and the National Academy of School Executives (NASE) of the American Association of School Administrators. The abstracts are compiled by the Clearinghouse to provide participants in a series of NASE-sponsored seminars with an up-to-date collection of ERIC materials on subjects to be presented in these seminars. Additional copies of the abstracts are published by AASA and distributed across the country to school administrators and others interested in educational administration.

Philip K. Piele
Director

INTRODUCTION

Since the beginning of ERIC in 1966, more than 30,000 documents have been announced in ERIC's monthly catalog, Research in Education (RIE). Of this total, about 1,500 documents have been processed by this Clearinghouse. So extensive is this growing collection of documents that we thought it would be useful to compile separate lists of ERIC documents on a number of critical topics in educational administration. Published separately, these selected lists of documents comprise the ERIC Abstracts series.

To compile each list, a search is made of the RIE indexes, using key terms that define the topic being searched. The terms used to compile this collection of documents on inservice education for staff and administrators are INSERVICE COURSES, INSERVICE EDUCATION, INSERVICE PROGRAMS, and INSERVICE TEACHER EDUCATION. Relevance to the topic is the only criterion for listing a document. The listing is complete for all issues of RIE through October 1970. Not all of the listed documents were processed by this Clearinghouse.

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1. Allen, Dwight W. Micro-Teaching: A New Framework for In-Service Education. 1966. 9 pages. ED 013 240 MF $0.25 HC $0.55.

   Microteaching was used in a series for the inservice training of supervisors. Teachers and supervisors were given only a cursory amount of training and initial application, yet supervisors were able to notice differences in teaching behavior. The training seminars demonstrate that microteaching can be of real value to experienced personnel. Microteaching is found to be valuable for inservice situations because of (1) its immediate feedback and reteaching factor, (2) the need to give team-teaching personnel total runs, (3) its ability to gauge accurately the instructional level of new material, (4) its use in providing an index of teaching ability prior to employment, and (5) its providing for continuous supervision and evaluation of beginning teachers.

2. Andrews, Joseph K. The Results of a Pilot Program to Train Teachers in the Classroom Application of Behavior Modification Techniques. Havre de Grace, Maryland: Harford-Cecil Supplementary Education Center, 1969. 7 pages. ED 031 754 MF $0.25 HC $0.45.

   The results of many investigations have demonstrated that the systematic application of behavioral modification principles can be effective in bringing about behavior change in educational settings. However, most school-oriented practitioners do not have the time, facilities, or personnel to employ the necessary techniques. After a half-day inservice-training experience, fourteen teachers volunteered to attend a short series of meetings setting up individual treatment programs. Examples of some of the programs are given, including method, data, and results. The behavior to be modified was for the most part simple, to give the teacher a greater chance of success. All teachers were able to note at least some change. It is felt operant techniques can be effective in bringing about student, as well as teacher, behavior change. Inservice training in this area could provide teachers with effective techniques for changing classroom behavior, thus reducing the heavy load on school psychologists. The research reported herein was funded under Title III of the Elementary and Secondary Education Act.

3. Asher, James J. Inservice Education: Psychological Perspectives. Berkeley, California: Far West Laboratory for Educational Research and Development, 1967. 80 pages. ED 015 891 MF $0.50 HC $4.10.

   Designed to provide a basis for decision making by the professional staff of the Far West Laboratory in Berkeley, California, this report summarizes and evaluates literature and research dealing with the psychological settings for behavioral change with relevance for inservice teacher education. It contains sections dealing with (1) the history of

inservice education, (2) the ideal goals of inservice training, (3) analysis of inservice programs which have been tried, (4) "the acceptance of innovation," which explores the question of resistance to new ideas among school personnel, (5) the evaluation of inservice programs, (6) future inservice programs, and (7) recommendations for improving programs, teachers, the physical setting, evaluation methods, and research.

4. Association for Student Teaching. Professional Growth Inservice of the Supervising Teacher. Forty-Fifth Yearbook, 1966. Washington, D.C.: 1966. 171 pages. ED 029 830 MF $0.75 HC not available from EDRS. (Available from Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, as NEA Stock Number 860-24418, $4.75.)

   This document introduces types and examples of inservice education which concentrate on the special competencies expected of supervising teachers. Thirty-five supervising competencies are outlined and individually explained as they relate to classroom procedures, relationships with the student teacher, responsibility of the student teacher, personal characteristics, and professional role. A review of inservice education for supervisors is presented through (1) a broad overview of existing types (workshops, college-school cooperation in conferences and in evaluation of teacher education programs, printed materials, publications and activities of professional organizations, laboratory schools, and new media and methods), and (2) a capsule report on five specific programs (statewide programs in Florida and Georgia, institution programs at the University of Oregon and at Indiana State University, and a school system program in Hardin County, Georgia). An 18-item selected bibliography for supervising teachers is appended, as well as a 140-item annotated bibliography on student teaching with reference also to teacher education in general, internship, campus and off-campus schools, supervision, new media, and urban schools.

5. Bash, James H., and Morris, Thomas J. Planning and Implementing In-Service Education Programs in Desegregated Schools. A Guidebook. Bloomington, Indiana: Phi Delta Kappa, 1968. 37 pages. ED 025 036 MF $0.25 HC $1.95. (Also available from Phi Delta Kappa, Eighth and Union, Bloomington, Indiana 47401, $0.50.)

   Discussion of inservice programs in selected southern school systems experiencing desegregation is intended to guide administrators and teachers in developing and extending similar programs in their own districts. Interviews with superintendents, principals, teachers, and other professional personnel revealed wide variation in practices of inservice education. The guidebook lists cautions to be taken and

suggestions to be followed in planning, developing, and implementing effective inservice programs related to problems of school desegregation. Also described are special institutes supported by United States Office of Education funds under Title IV of the Civil Rights Act (P. L. 88-352), which were held during the summer of 1967 on college and university campuses in fourteen states for inservice personnel.

6. Benjamin, William, and others. Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers. Final Report. Volume I. Syracuse, New York: Syracuse University, 1968. 295 pages. ED 026 301 MF $1.25 HC $14.85.

   This first volume contains the rationale and overview, program organizational structure, and most of the program elements for a model that a variety of teacher training institutions could adapt to develop and implement such a program. (Volume II contains the remainder of the program components and models for the three support systems.) The section on rationale emphasizes the self-renewing aspect of the model, based on an intent-action-feedback process. The section on organization outlines a five-year program structured around a series of seven program components which are process-oriented first and content-oriented secondly. The remaining sections present four of the seven "program components," (unified sets of curricular-instructional experiences each comprised of several "instructional modules," planned instructional episodes from several hours to several months in length). The Liberal Education Component is presented with rationale, organization, and descriptions of three six-semester-hour courses in humanities, social sciences, and natural sciences. The sections on the Methods and Curriculum Component, which emphasizes a problem-resolution approach, and on the Child Development and Teaching Theory and Practice Components contain outlines of the instructional modules, each including prerequisites, estimated time, operational objectives, and description of instructional activities with flow chart.

7. Benjamin, William, and others. Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers. Final Report. Volume II. Syracuse, New York: Syracuse University, 1968. 269 pages. ED 026 302 MF $1.25 HC $13.55.

   This second volume contains the remaining program elements and support system models for the proposal described in Volume I. One section is devoted to each of three "program components" (unified sets of curricular-instructional experiences each comprised of several "instructional modules," planned instructional episodes from several hours to several months in length). The sections on the Professional Sensitivity Training Component and the Social-Cultural Foundations

Component, which emphasizes educational philosophy and sociology, contain rationale, organization, and outlines of the instructional modules, each including prerequisities, estimated time, operational objectives, and description of instructional activities with flow chart. The outline of the Self-Directed Component, emphasizing individualized instruction and utilization of educational technology, includes justification and an operational description including facilities and staffing. A twenty-page scenario depicts a hypothetical student progressing through the self-paced, five-year program. Four sections present rationale and descriptions of the three support systems: program (including both development process and operation), information (including its use in management, measurement, evaluation, and research and dissemination), and organizational (involving cooperation of universities, school systems, and developers of educational materials). Included is a 143-item bibliography.

8. Bessent, E.W., and others. Designs for Inservice Education. Austin: Research and Development Center for Teacher Education, University of Texas, 1967. 77 pages. ED 011 591 MF $0.50 HC $3.95.

Three different approaches to inservice education, developed to provide individual training in group sessions, are described. Each approach includes a carefully planned sequence of learning activities to be presented within the organizational context of the person's work. Summer courses and summer workshops are not included in this concept of inservice education. The laboratory approach to the leadership training of instructional staff members presents three illustrative exercises dealing with evaluation of pupils' work, grouping practices, and the use of inbasket items as training materials for principals. A training approach planned to help teachers implement instructional innovations in their classrooms provides teacher training through simulation of direct experiences with students and by observation and analysis of students' classroom work. This approach requires released time for observation of demonstration classes. A discussion of the third approach, the teaching demonstration model, describes the development of the formal demonstration into a carefully planned inservice technique. The final chapter lists three major propositions describing organizational behavior and presents ideas about the use of inservice programs in organizations to guide those who plan and direct inservice education.

9. Blosser, Patricia E. Science Education Information Reports. Occasional Paper Series, Science Paper 2: Inservice Education for Teachers of Elementary School Science. Columbus: ERIC Information Analysis Center for Science Education, Ohio State University, 1969. 58 pages. ED 036 680 MF $0.50 HC $3.00.

More than forty studies and reports are reviewed in this paper. Covered under Inservice Programs and Activities are: Local Programs (e.g., Flint Hills Elementary Science Project), Institute Programs (e.g., NSF Summer Institutes), and Other Inservice Activities (e.g., Eastern Regional Institute for Education). The writer reviews evaluative reports and studies of these programs with reference to (1) teacher content background, (2) changes in teacher attitudes in behaviors, and (3) changes in student achievement. Also discussed are research studies and reports relating to (1) implementation of inservice activities and programs, (2) teaching competencies, curriculum development, and inservice education, and (3) teacher attitudes, behaviors, and characteristics. Three general recommendations are made concerning reports and studies of inservice education activities, and fifteen specific recommendations are made concerning (1) the development of local inservice programs, (2) teacher attitudes, behaviors, and characteristics, and (3) the adoption, acceptance, and implementation of curriculum projects.

10. Borg, Walter R. "The Minicourse Instructional Model." Paper presented at the annual meeting of American Educational Research Association, Minneapolis, March, 1970. 6 pages. ED 037 388 MF $0.25 HC $0.40.

    This paper, originally presented with a film introduction to the minicourse model, overviews the development of a series of microteaching courses designed to train teachers in the specific teaching skills necessary to function effectively in the teaching-learning situation. Advantages of the instructional sequence are noted: focus on specific teaching skills which are precisely defined and illustrated in an instructional film, and practice in a microteaching lesson with specific feedback via video tape recordings for evaluation. The research and development sequence used in building and testing each minicourse is outlined, with special emphasis given to the research-based development tuned to realities of the classroom through a series of at least three field tests and revisions. The seventeen minicourses currently completed or under testing or development are listed with their course goals.

11. Borg, Walter R. The Minicourse: Rationale and Uses in the Inservice Education of Teachers. Berkeley, California: Far West Laboratory for Educational Research and Development, 1968. 28 pages. ED 024 647 MF $0.25 HC $1.50.

    This collection of materials reports the research and development of a series of inservice training "minicourses," short courses (about seventy-five minutes per day for fifteen days) designed to teach specific teacher behavior patterns with use of the microteaching technique, self-evaluation of video tape feedback, instructional films, and filmed illustrations by model teachers. The main document reviews the

instructional model on which the courses are constructed, defines and discusses the advantages of microteaching, and describes the scope and future plans of the minicourse program. It includes a six-item bibliography and a comprehensive description and field evaluation report of Minicourse 1, "Effective Questioning in a Classroom Discussion." A general sheet entitled, "In Answer to Your 'Minicourse' Inquiry," gives information on the availability of Minicourse 1 which includes instructional and model lessons (on 16mm. films), all printed materials needed, and film processing fees. Accompanying leaflets contain "Questions and Answers about the Minicourse Model," a list of twenty-four steps in the development program, a description of the main field test and operational field tests performed in the course development cycle, and a list of Minicourses 2-16 with brief descriptions of goals and content plus notes on the present stages of development or field testing.

12. Bowman, Garda W. "Analysis of Demonstration Programs for Training Paraprofessionals in Education." Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, 1970. 9 pages. ED 040 160 MF $0.25 HC $0.55.

    A survey of fifteen paraprofessional training programs which had Office of Economic Opportunity funding, Bank Street College of Education sponsorship and consultant service, and commitment to an experimental approach to team training of paraprofessionals and professionals was conducted to determine common trends in objectives, personnel, and methods. The fundamental objective of the programs was found to be the development of a team operation in the classroom and the improvement of interpersonal relations between paraprofessionals and professionals. The people selected to be trained were community members, often parents of children in school. Teachers participating in the programs were selected from a group of volunteers. At the beginning of most programs there were more paraprofessional volunteers than teacher volunteers, but after a period of successful operation, these balances were reversed. Training activities usually consisted of team training for paraprofessionals and teachers, separate skill training for paraprofessionals, and separate leadership training for the teachers. Some programs also offered course work for academic credit at cooperating colleges. Such career-ladder training for school personnel is expected to undergo a great expansion as a result of funding now available through the EPDA.

13. Brantner, S. T. Trade and Technical Teachers' Opinions on Inservice Education. University Park: College of Education, Pennsylvania State University, 1964. 92 pages. ED 016 044 MF $0.50 HC $4.70.

Three hypotheses concerning the inservice education activities of technical and industrial teachers and supervisors in professional and subject matter areas were tested: (1) Technical and industrial teachers do participate in inservice education; (2) individual experiences and characteristics do not influence the teacher's opinion of such education; and (3) teachers and supervisors believe that more subject matter inservice education is necessary. A list containing twenty-two professional inservice activities and twenty-two subject matter activities was checked by ninety-one administrators and 285 teachers as to their past participation and willingness to participate. Some conclusions are: (1) Teachers participate in as much professional as subject matter inservice education, and (2) experience and preparation have more effect on their preferences in professional inservice education than in subject matter inservice education. The recommendations are: (1) Inservice education activities in both professional and subject matter categories should be increased; (2) teachers should be involved in choosing, planning, and executing their inservice education activities; and (3) planners of inservice education should be cognizant of the personal experiences of teachers and their effect on the program. The checklist and statistical data are given in the appendix.

14. Brown, Kenneth E., and Snader, Daniel W. Inservice Education of High School Mathematics Teacher. (Report of a Conference under the Joint Auspices of the U. S. Department of Health, Education, and Welfare and the National Council of Teachers of Mathematics, Washington, March 17-19, 1960). Washington, D. C.: Office of Education (DHEW), 1960. 112 pages. ED 001 294 MF $0.50 HC $5.70.

A conference of educators was called to deal with the need for improved high school mathematics teaching. Specifically, the conference considered the need for inservice education in teaching new improved programs, the kinds of programs now in progress, and the role of school administrators in implementing them. Included are the addresses and the reports of group work sessions. The many new uses of mathematics demand greater understanding of the structure of mathematics, and more emphasis is placed on symbolic representation of ideas and relationships and less on computations which can be done by machines. Recommendations made by various groups for curriculum changes are described. A survey of universities shows that over half have some kind of program of inservice training. Specific examples of different types of programs are listed. Recommendations deal with personnel, costs, and practices. The conferees report many ways in which administrations help teachers upgrade their professional competence. For example, they urge teachers to take advantage of local programs, provide funds, or encourage local philanthropic and industrial organizations to do so. The importance of the communication of mathematics educational aims

to other disciplines is emphasized, and high schools are urged to cooperate with both elementary- and college-level math programs.

15. Butts, David P. Development of Instructional Materials for a Process-Oriented Curriculum in Science for Grades K-6. Austin: Science Education Center, University of Texas, 1964. 18 pages. ED 003 849 MF $0.25 HC $1.00.

The purpose of this study was the preparation of instructional materials as phase one of the development of an inservice training program for elementary school teachers in the use of a process approach to science instruction. This approach allows the child to learn the content of science knowledge through the practice of science by using the same processes of investigation and drawing of conclusions that are used by scientists. The four objectives in the development of the inservice training program were (1) preparation of a rationale for a process approach to science instruction of children, (2) identification of a conceptual framework to guide selection of specific science experiences for children, (3) preparation of instructional materials, and (4) identification of the science background needed by elementary teachers who will use the instructional materials. Fulfillment of these objectives resulted in completion of a set of texts for grades K through 6 (including guide materials for teachers) based on the elementary science project of the American Association for the Advancement of Science. During 1964-65, the texts were given an experimental tryout in the public schools of Austin, Texas.

16. Cory, N. Durward. Incentives Used in Motivating Professional Growth of Teachers. Chicago: Sub-Committee on In-Service Education of Teachers, North Central Association of Colleges and Secondary Schools, n.d. 23 pages. ED 027 254 MF $0.25 HC $1.25. (Also available from Charles W. Boardman, Professor of Education, University of Minnesota, Minneapolis, Minnesota, single copy $0.25, 10 or more $0.15 each.)

This publication is the product of a project designed to study problems of inservice teacher education and to assemble data on promising practices that might stimulate schools to develop vigorous programs of professional growth. Chapter 1 discusses the project's rationale and the procedures used in gathering data from literature, visits, and discussions with administrators, attendance at panels and discussions, and questionnaire replies obtained from 259 principals and 1,197 teachers in a 261-school cross section of North Central Association members. Chapter 2 presents discussion and summary lists of observations, conclusions, and suggestions (compiled from the data) on conditions and procedures conducive to the development of the teacher attitudes and

behavior which result in continuous professional growth. Topics include elements of a good inservice program, major problems faced by principals in initiating programs, important characteristics of teacher orientation and induction programs, school-community relations incentives, specific salary incentives, and advantages to inservice education of an extended school year. Chapter 3 lists sixty practices principals find effective and sixty incentives teachers consider the most promising in their own school systems. A summary of conclusions and a seventeen-item bibliography are included.

17. Cramer, Stanley H., ed. Pre-Service and In-Service Preparation of School Counselors for Educational Guidance. Washington, D.C.: American Personnel and Guidance Association, 1970. 68 pages. ED 039 544 Document not available from EDRS. (Available from APGA Publication Sales, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009 (Single copy $2.00, two or more copies $1.50 each. Orders for less than $15.00 must be accompanied by payment.)

    The purpose of this monograph is to provide some impetus for enhanced preservice and inservice preparation of counselors for the educational guidance function. There are four sections in the monograph. Part One presents the findings of a four-state survey of 1,174 school counselors regarding their opinions of the preparation which they received for educational guidance. Part Two suggests content and process for implementing more effective training in educational guidance and counseling. Part Three deals with noncollegiate post-high-school educational guidance. Finally, Part Four offers an annotated bibliography of materials useful in educational guidance and counseling.

18. Dagne, Frank A. In-Service Education for Teachers. Niles, Illinois: East Maine School District Number 63, 1968. 14 pages. ED 031 456 MF $0.25 HC $0.80.

    Project Interweave, a three-year federally funded pilot project, not only provides inservice education for Illinois teachers in District 63, but also endeavors to train a number of teachers to assist participating schools with any type of inservice program. During the project's first year (1967-68), television lessons, which had been planned during the summer by committees of teachers, were broadcast once a week to teachers in participating schools in the fields of science, mathematics, and social sciences. (Language arts skills permeated all the lessons as the "interweave" tool.) The lessons illustrated an inquiry approach to teaching, and their viewings in each school were followed by seminars led primarily by members of the planning committees. The planning committee for social studies also developed four instructional tools, including a simulation game in economics for primary pupils.

Alterations in scheduling and lesson format have been made for the second year of the project. For example, subject matter lessons now use an interdisciplinary approach, and other lessons on innovative practices such as nongrading are available. The effectiveness of the inservice project will be determined through systematic observation and reports by principals. Difficulty has been experienced in finding tests which will measure pupil growth under the new teaching methods.

19. Dickson, George E., and others. Educational Specifications for a Comprehensive Elementary Teacher Education Program. Volume I: The Basic Report. Final Report. Toledo: Consortium of the State Universities of Ohio, 1968. 254 pages. ED 025 457 MF $1.00 HC $12.80.

    Chapter 1 of this report presents an overview of a project to design an innovative, behaviorally oriented undergraduate and inservice teacher education program for elementary school teachers. Chapter 2 presents the conceptual design for developing the model program, one which incorporates the concept of the multiunit school and individual research and instruction units (a team-teaching concept). Discussion in this chapter covers the general goals of teacher education and contexts used for their consideration, the plan for development of behavioral objectives, and the way in which educational specifications were generated, managed, and evaluated. Chapter 3 presents the educational specifications as organized by five primary contexts: instructional organization, educational technology, contemporary learning-teaching process, societal factors, and research. Chapter 4 brings the individual educational specifications into comprehensive packages or "models" for six target populations: preservice preschool and kindergarten teachers; preservice elementary teachers, grades 1-8; inservice elementary teachers; teacher educators; school principals and supervisors; and paraprofessionals and teacher aides. Chapter 5 presents the management, evaluation, and feedback systems for implementing the models. Included is a sixty-three-item bibliography.

20. District of Columbia Teachers College. Organizing Centers for Inservice Education in Individualizing Instruction and Learning. Washington, D.C.: 1967. 13 pages. ED 027 236 MF $0.25 HC $0.60.

    This pamphlet describes "a project organized by the District of Columbia Teachers College, Washington, D.C. In taking inservice education to the profession ... of using teams of instructors ... from several universities and professional sources ... for more than 500 principals, teachers, supervisors ... in six centers around the city ... to aid the schools to individualize their teaching ... a prototype for further inservice centers." Included are a list of six basic concepts developed by each center, a description of staffing, a list of consultants, a brief

presentation of the overall planning of the centers, an enumeration of the premises to be tested by the project, and a list of the staff personnel involved.

21. Doherty, Victor W. "The Carnegie Professional Growth Program: An Experiment in the In-Service Education of Teachers." The Journal of Teacher Education, 18(Fall 1967). 9 pages. ED 020 162 MF $0.25 HC $0.55.

In cooperation with the Carnegie Corporation of New York, the public schools of Portland, Oregon, developed a program for inservice education. Objectives were to work with universities in preparing in-service courses for teachers of all subjects and grade levels, to train public school teachers as inservice education instructors, and to find methods of evaluating the courses. Teachers in adjacent school systems were invited to attend the courses, and, later, the Portland school district organization was decentralized, improving communication between teachers and directors and increasing program participation. It was discovered, in planning the courses, that teachers had difficulty in defining course objectives. To help eliminate this problem, a form was designed for recording objectives and learning experiences. The courses were evaluated through testing and written comments of teachers and students. In addition to improved inservice education, the project resulted in professional growth and the identification of talented teachers.

22. Edmonds, Fred, and others. Developing Procedures for the Inservice Education of School Administration. Lexington: College of Education, University of Kentucky, 1966. 169 pages. ED 010 168 MF $0.75 HC $8.55.

On-the-job inservice education for school administrators was investigated in four rural, culturally deprived, and economically depressed school districts. The investigations were conducted by a team of specialists in school administration, curriculum, supervision, and inservice education working with teams of school administrators in local school districts. One objective was to determine the extent of modified performance when participating administrators were helped (1) to conceptualize their administrative jobs, (2) to clarify their administrative organizations, (3) to identify their school problems, (4) to formulate solutions for their school problems, and (5) to evaluate consequences of their administrative performance. Another objective was to experiment with field work as a part of the advanced preparation of promising young administrators by including them as members of the college interdisciplinary team. Data on the concepts, procedures, performances and instructional programs associated with sixty-four administrators were collected by questionnaires, Q-sorts, and staff observations. Results show that the administrators reformulated their job concepts,

redefined their roles, and modified their concepts of the ultimate purposes of their schools.

23. Filep, Robert T., and Murphy, D. Brian. Computer-Assisted Learning for Inservice Teacher Education. Santa Monica, California: System Development Corporation, 1967. ED 014 219 Document not available from EDRS.

Project goals were to train biology teachers in the techniques of instructional technology, including writing of computer-assisted learning (CAL) biology sequences, to develop prototype CAL sequences for inservice education, and to conduct a development field test of these materials. A preliminary study using seven biology teachers provided the opportunity for project programmers to observe the teachers' reactions to each of the sequences and to pinpoint needed changes. Field test conditions adequately approximated actual conditions of a CAL network for inservice education. Teacher participants represented a wide range of experience, age, and formal training. They were punctual for computer terminal sessions, which were scheduled eighteen hours a day and on weekends to allow maximum use of equipment. Stipends were given, comparable to inservice course credits given in actuality. Equipment was standard. Teachers were not randomly assigned to the experimental and control groups. Differences of the gain scores on pre- and post-achievement tests were statistically significant for one sequence and not for the other two. Attitude and equipment appraisal questionnaires showed favorable evaluation of the system. The document presents test materials and tables showing item analyses for all tests.

24. Fox, Robert, and others. Inservice Teacher Education to Support Utilization of New Social Science Curricula. Social Science Education Consortium, Publication 125. Boulder, Colorado: Social Science Education Consortium, Inc., 1967. 33 pages. ED 039 160 MF $0.25 HC not available from EDRS. (Available from Social Science Education Consortium, Inc., 970 Aurora, Boulder, Colorado 80302, $1.00.)

This conference of colleagues from social science curriculum projects was designed to explore the problem of inservice teacher education in facilitating high quality utilization of innovative instructional materials and teaching procedures, or, change in basic educational practice. The conference was planned to involve all the participants in a flow of problem-solving and inquiry activities in small, three-to-five person, cross-project work groups. Problems of teacher attitudes, behavior, knowledge, and performance, which hamper effective materials utilization, were identified from the dual point of view of the developer and the teacher. A framework within which effective training activities might be organized was developed. This model placed the teacher's

problem-solving activity at the core of the curriculum change process, to which the scientist could contribute expertise and support through collaborative effort. A variety of inservice activities and training plans, along with general behavioral objectives, were discussed. Finally, the Social Science Education Consortium was suggested as a mechanism for curriculum project cooperative action.

25. Frasure, Kenneth. In-Service Role of Professors of Administration, A National View. 1966. 24 pages. ED 023 186 MF $0.25 HC $1.30.

This study examines working relationships between school administrators and professors of educational administration. The purpose of the investigation was to determine the order of preference for twenty suggested ways in which professors of administration may best serve practicing administrators, as viewed by members of each group. The views of the participating professors and superintendents were each classified by geographical area and by years of service. The population of the study was obtained from a list of professors attending the 1963, 1964, and 1965 National Conferences of Professors of Educational Administration and from the 1964 Directory of the American Association of School Administrators. The results indicate that, while the total group of respondents seems to agree with current practices in providing service to administrators, there appear to be considerable differences of opinion on specific items.

26. Frasure, Kenneth. Perspectives Concerning In-Service Education for Educational Administrators. Albany, New York: Council for Administrative Leadership, 1966. 18 pages. ED 026 715 MF $0.25 HC $1.00.

The usefulness of inservice opportunities for school administrators has sometimes been perceived differently by professors and superintendents. To explore whether these differences might be related to such things as years of service, metropolitan or nonmetropolitan location, and professional participation in a superintendency preparation program, a list of twenty ways for universities to serve practicing school superintendents was mailed to 140 professors of administration and 140 superintendents in New York State. The order of their preferences for the twenty items was recorded along with differences in perception that resulted from the above items. While there was general agreement among professors and administrators on the rank order of the items, results tend to confirm the idea that perception differs among individuals and groups as they view a process from different environmental positions. More experienced professors and superintendents tend to agree more fully than less experienced members of these groups. Younger professors, those from schools offering a superintendency program, and those from urban areas were found to

place relatively more emphasis on administrative theory. Further study is needed to determine reasons for the discrepancies in points of view.

27. Frasure, Kenneth. "Your Leadership Development Program." Paper presented at the annual conference of the American Association of School Administrators, Atlantic City, New Jersey, February, 1968. 22 pages. ED 021 330 MF $0.25 HC $1.20.

    Inservice education of administrators has received too little attention from universities, state education departments, and the federal government. Recent developments in educational administration provide means for improving inservice education, particularly in leadership development. Various approaches to inservice education for administrators are discussed, and specific recommendations are made for improving programs of educational leadership development.

28. Fulbright, Carleton B., and others. Descriptive Outline of Missouri's In-Service Teacher Education Program in Elementary Mathematics. Jefferson City: Missouri State Department of Education, 1966. 10 pages. ED 018 398 MF $0.25 HC $0.60

    This outline has been prepared to assist school administrators, teachers, and others interested in public education in understanding and implementing the inservice program as designed by the state department of education. The immediate objectives of this program are (1) to provide teachers with the opportunity to raise their level of understanding of the concepts of elementary mathematics and to lay the foundation for further self-improvement, (2) to illustrate through demonstration teaching some of the new approaches and methods for presenting mathematical ideas to elementary students, (3) to create an atmosphere of enthusiasm around the study of mathematics for both teachers and students, (4) to acquaint the teachers with new curricular materials, teaching aids, manipulative devices, and the laboratory approach to the teaching of elementary mathematics, and (5) to provide experiences and materials whereby teachers may broaden their horizons relative to experimental programs, pertinent literature, and extracurricular activities in the field of mathematics. The remaining portions of the outline are designed to present specific information on a number of aspects involved in the elementary mathematics inservice teacher education program such as (1) organization of the program, (2) classroom visitation and demonstration teaching, (3) length, location, and enrollment in the program, and (4) mathematical content in the program.

29. Gaskell, William. "The Inservice Education Potential of Team Planning-Teaching." Nashville, Tennessee: George Peabody College for Teachers. Peabody Journal of Education, 45, 3 (November 1967). 4 pages.
ED 036 502 MF $0.25 HC $0.30.

Multigrade planning-teaching teams, initiated in the Laboratory School of Central Washington State College, have proved effective in improving inservice education. The team concept is based upon the assumptions that the teacher must know his students and, also, have some degree of specialization in the various subject areas. Each multigrade team is responsible for guiding three class-sized groups of students in consecutive grades through a three-year sequence. The teams meet regularly for varying lengths of time and each member of a team provides leadership in a subject area by informing other members about current research and practices and by giving direction to instructional planning. Continuing inservice education then occurs automatically through information exchange, and programs in particular areas of instruction are carried out by the team "specialist."

30. Haan, Aubrey S. Inservice Design for a Small School District. San Francisco: Frederick Burk Foundation for Education, 1966. 49 pages.
ED 010 082 MF $0.25 HC $2.55.

The objectives of the summer school workshop program were (1) to upgrade the teaching of social studies as outlined in "The Social Studies Framework for Public Schools in California," (2) to strengthen local district leadership in the area of social studies, (3) to focus upon organizing centers for units of work taught in summer demonstration school, (4) to encourage teachers to use the inquiry approach to foster the development of cognitive ability in children, and (5) to focus teacher attention upon the National Education Association Bulletin "Guiding Children Through the Social Studies." The program was planned so that demonstration classes of social studies, grades three and six, were observed by the workshop group. Seminars, following these demonstrations, were led by the director of the workshop. Work periods for the workshop groups were included, during which the workshop staff served in a consulting capacity. The work periods were devoted to planning and working for the incorporation of workshop ideas into the structure of social studies curriculum. Indications are that, after the first year's research study, the inservice design is sound and the purposes of the program are being achieved. Workshops planned around demonstration teaching, observation, seminars, and work periods are an effective means of inducing new perspectives both about the nature of the curriculum area and teaching involved.

31. Henkelman, James, and others. Maryland Elementary Mathematics Inservice Program. Final Report of Study-Demonstration Phase. College Park: Bureau of Educational Research and Field Services, University of Maryland, 1967. 152 pages. ED 012 397 MF $0.75 HC $7.70.

Instructional materials in mathematics were developed according to desired behavioral outcomes and demonstrated at a summer, inservice teacher education program. Project staff members were presented with an audiovisual and supplemental reading program to orient them to a behavioral outcome approach to instruction. Before the instructional materials were developed, each staff member was taught to make a behavioral description, to construct a behavioral hierarchy or sequence of dependent behaviors intended to optimize acquisition, and to construct behavioral objectives. Those behavioral objectives or terminal tasks which would have the highest yield for inservice elementary teacher instruction were subsequently chosen. After a hierarchy was constructed, the instructional sequence was determined by beginning with the least complex behaviors in the hierarchy, designing instructional materials to help the learner acquire the specific behaviors, and repeating the process up through the sequence until the terminal task was reached. Two experimental editions of the developed materials were tested on a pilot basis. The second edition, a revision of the first, raised the level of acquisition of data on algorithms more than 50 percent, indicating that the teachers demonstrated substantial progress toward acquiring the desired behaviors. Both experimental editions of the developed instructional materials on algorithms were appended to the report.

32. Hoehn, Lilburn P., ed. Teaching Behavior Improvement Program. Detroit, Michigan: Michigan-Ohio Regional Educational Laboratory, Inc., 1969. 253 pages. ED 034 719 MF $1.00 HC $12.75. (Also available from Michigan-Ohio Regional Educational Laboratory, Inc., 3750 Woodward Avenue, Detroit, Michigan 48201.)

This document, intended for use by those who might wish to implement such a program, describes an inservice teacher self-improvement program based on goal setting by the teacher, practice of new skills, feedback about teaching performance, and self-analysis of the dissonance between goals and practice. Chapter 1 presents rationale and history of the program, which has undergone two years of development and testing in real school situations. Chapter 2 deals with factors which must concern a prospective leader before working with field action units of four to six participating teachers, e.g., working with administrators, and selecting participants, time, cost, materials and equipment. Chapter 3, the training design itself, has four sections: (1) the three-phase implementation (leader teaches use of tools, field action

units analyze teaching behavior, and teachers provide self-direction); (2) the seven-part improvement strategy (seek goal statements, collect and order data, analyze and interpret data, select behavior to be changed and plan strategy, practice behavior and analyze practice session, try in the classroom, and evaluate change and plan next activity); (3) program flow chart; and (4) suggestions for meetings of field action units. Chapter 4 reviews procedures for program evaluation and presents results of field trials. Appendices include lists of books and materials which can be purchased and manual-type materials on interaction analysis, behavioral objectives, microteaching, teaching skills, and student feedback.

33. Johnson, Mel. Model Program for Teacher In-Service Training Emphasizing the Affective Dimension. Arlington Heights, Illinois: Elk Grove Training and Development Center, 1969. 47 pages. ED 034 747 MF $0.25 HC $2.45.

    Realizing that most teachers are quite adequate in their own background of knowledge and skills, and sensing the growing threat to students and teachers of the impersonalization and isolation in many crowded classrooms today, the In-Service Training Program Emphasizing the Affective Dimension was innovated at Wheeling High School, Illinois, during the 1967-68 school year. The main objectives were: (1) to expose teachers to situations which would result in their willingness to look at their own behavior and its effect on the atmosphere as well as the behavior of the group, (2) to develop in the teachers an increased desire to consider each student as an individual, and (3) to involve the teachers in assessing their own behavior in the classroom setting. Most of the sessions were videotaped. This gave the participants the opportunity to see firsthand the value of videotaping and analyzing their classroom activities. Monthly all-day seminar sessions were held involving three types of seminar groups: (1) for beginning teachers, (2) for second-year teachers who were members of a seminar group last year as beginning teachers, and (3) for "veteran" teachers. Membership of each group represented all disciplines and remained the same throughout the year in order to build a strong expansion of the program to involve five of the six high schools in District 214.

34. Joint Commission on Correctional Manpower and Training. Targets for In-Service Training: Report of a Seminar (Washington, D.C., May 4-5, 1967.) 72 pages. ED 024 867 Document not available from EDRS. (Available from Joint Commission on Correctional Manpower and Training, 1522 K Street, Washington, D.C. 20035.)

    In this inservice training seminar for correctional administrators, the

major focus was on the definition and the objectives of inservice training, selection of training techniques and methods, and the evaluation of training programs. The intent was not to develop specific content, but to suggest general training principles and guidelines for correctional agencies. Among the areas of discussion were: (1) basic components of training programs (from need identification to evaluation and reinforcement), (2) functional means of changing skills and other kinds of behavior, (3) applications of such specific learning methods as T-groups, inbasket problems, and on-the-job training, and (4) criteria for assessing the effectiveness of training and judging the need for evaluation research. A sociologist recounted his experiences in training employment counselors and Vista volunteers in Colorado. Finally, the magnitude of the training problem was evaluated with reference to correctional personnel and existing correctional systems. Included are a flow chart of a training program in operation, a training design for the hard-core unemployed, and other illustrations.

35. Katrein, Robert M.J. Conducting an In-Service Reading Program at the Secondary Level. Grades 7-12. 1969. 52 pages. ED 023 558 MF $0.25 HC $2.70.

The importance, the characteristics, the organization, and the evaluation of effective secondary inservice reading programs are discussed. The importance of reading instruction in all subject areas and of total faculty participation in the development of an inservice program are stressed. Three characteristic stages of an inservice reading program are noted: (1) stimulating the interest and understanding of the instructional staff, (2) providing encouragement and security for teachers implementing reading instruction methods in their classrooms, and (3) producing effective reading teachers. Emphasis is placed on the suggestions that attendance not be mandatory, that separate programs be provided each year for new teachers, that actual teaching problems be treated, and that the program be continuous. Two organizational suggestions propose preparatory reading committees to initiate faculty interests, and overall attendance and participation by teachers, principals, and reading consultants to insure success. Formal and informal evaluation methods are suggested, with emphasis on the eleven criteria of the International Reading Association's "Conducting In-Service Programs in Reading." Several exemplary programs are described. A bibliography and sample teacher questionnaires are included.

36. Kilpatrick, Gordon. In-Service Education with Recommendations Concerning Its Implementation in American Junior Colleges. El Camino College, California: El Camino College, 1967. 21 pages. ED 020 721 MF $0.25 HC $1.15.

The major purposes of inservice teacher education are (1) discussing and eventually solving indigenous problems, (2) presenting new ideas and methods of teaching, (3) keeping up to date on subject matter, and (4) orienting new teachers and reorienting old teachers to new philosophies. These objectives are currently being met by institutes, conferences, conventions, workshops, faculty and departmental meetings, consultants, university courses, classroom visits, action research, and professional on-campus libraries. Barriers to inservice training are (1) academic (the difficulty of getting credits for nonacademic work), (2) finance (the question of who is to bear the cost), (3) certification (inapplicable state requirements), (4) attitude (the learner must need and feel involvement with the course), and (5) time (released-time, summer session, or other). Among the recommendations for junior colleges are (1) faculty commitment to inservice education and involvement in setting up the program, (2) selection of the best techniques, (3) provision of needed programs, resources, and time, (4) provision of incentives in salary or credits, (5) certification of completion of the program, (6) visiting among teachers, (7) action research, (8) postdegree studies pertinent to current classroom needs, and (9) teacher understanding of junior college objectives.

37. Kimple, James, and others. Curriculum Change through Organizational Change: A Human Relations Training Program in a School System. Papers presented at a symposium at the annual meeting of the American Educational Research Association, Minneapolis, March 4, 1970. 128 pages. ED 037 385 MF $0.75 HC $6.50.

This document contains three papers describing the South Brunswick Township (Kindall Park, New Jersey) Public Schools inservice and preservice program based on a training design which includes group dynamics or human relations training combined with a summer laboratory school. The first paper, "A Three-Year Organizational Development with a Total School Staff," describes and analyzes the effects of each phase of the program (1967-70) in a middle school where teachers participated in an experimental summer school (experimental teaching in the morning; dynamics, planning, evaluation, and skill training in the afternoon), and then in followup activities throughout the school year (T-groups, problem solving, and skill training in goal setting, diagnosis, planning, evaluation, and other decision-making areas). The second paper describes and analyzes the undergraduate teacher intern program in which future teachers participate in a summer program involving human relations training and teaching in the experimental summer schools, and then in a full semester of teaching, consultation, observation, and seminar work on teams composed of interns, teachers, and college supervisors. The final brief paper summarizes system changes and program innovation, listing changes in curriculum,

schools, and personnel.

38. Knezevich, Stephen J. The Development and Testing of a Model for a Nationally Based Vehicle Dedicated to the Continuing Professional Growth of School Administrators. Final Report. Washington, D. C.: American Association of School Administrators, 1969. 137 pages. ED 030 194 MF $0.75 HC $6.95.

The primary objectives of the study were to develop a model for a National Academy for School Executives (NASE), to determine the receptivity of school administrators to such a program, and to determine the feasibility of implementing the model within the near future. Four academic task forces studied the structural elements, fiscal requirements, program characteristics, and feasibility of the model. Curriculum-writing consultants specified program content, methods, and staff. An opinionnaire was circulated to test administrators' attitudes towards the model. Three presession programs were conducted to test the reactions of administrators to program content, staff, methods, sites and facilities, fees, and amounts of time involved. It was concluded that (1) school administrators showed considerable interest in the model; (2) NASE should offer programs at several levels, including short-term clinics and seminars and longer residential sessions; (3) it is fiscally feasible to launch the short-term seminars and clinics, but more development is needed on the other levels; (4) the probability of attendance by administrators at short-term programs is primarily related to the program content, length of the program, and the fee charged; and (5) NASE should be sponsored and implemented by the American Association of School Administrators.

39. Knoll, Peter F., Jr., and Stephens, John F. Inservice Training for Vocational Teachers in Utah. Final Report. Salt Lake City: Utah Research Coordinating Unit for Vocational and Technical Education, 1968. 37 pages. ED 021 128 MF $0.25 HC $1.95.

The specific objectives of this investigation were to determine the extent of Utah's inservice training program, compare it with that of other states, determine its effectiveness, and ascertain problem areas and make recommendations for improvement. Data were collected by a survey of other state programs, personal interviews with state vocational specialists, and a survey of state vocational teachers. The conclusions were: (1) A systematic method of scheduling is needed to coordinate the entire inservice training program; (2) the present program should place more emphasis on doing rather than telling; (3) financial assistance should be offered to teachers to encourage participation; (4) work experience should be encouraged; and (5) modern techniques such as microteaching should be incorporated into the inservice training

program. The appendices contain information on utilizing a key-sort card in scheduling inservice courses and utilizing microteaching in inservice education, results of a trades and industries study in Colorado concerning inservice education, and the questionnaire and tabulation of questionnaire results.

40. Lynch, Patrick D., ed., and Blackstone, Peggy L., ed. Institutional Roles in In-Service Education of School Administrators. Papers presented at UCEA Task Force Seminar on Continuing Education of School Administrators, April 27-30, 1966. Albuquerque: Department of Educational Administration and Foundations, University of New Mexico, 1966. 146 pages. ED 027 597 MF $0.75 HC $7.40.

This document is a compilation of papers read at a four-day conference attended by sixty participants from throughout the United States. Chapters include (1) "Inservice Education of School Administrators: Background, Present Status, and Problems," by Robert B. Howsam; (2) "Notes on Institutional Relationships in the In-Service Education of the Professional Administrator," by Keith Goldhammer; (3) "Inter-Institutional Model for In-Service Training and Changes in School Systems," by Patrick D. Lynch; (4) "Continuing Medical Education," by Reginald Fitz; (5) "The Development and Implementation of a Residence Executive Development Training Program," by Simon Herman; (6) "Models for Change in School Systems: Reinforcement," by Robert J. Berger; (7) "In-Service Training of Industrial Management," by Robert Utter; and (8) "Psychological Processes in Influencing Change," by Stanley W. Caplan.

41. McCracken, Robert A.B. "Establishing Guidelines for Effective In-Service Programs in Reading." Paper presented at International Reading Association Conference, Boston, Massachusetts, April 24-27, 1968. 23 pages. ED 022 637 MF $0.25 HC $1.25.

"Developmental Growth" and "Average" are two concepts that can be recognized in teachers as well as in students. Inservice teacher training programs must be planned to allow for individual abilities and individual growth. A carefully structured program will (1) fit the program to the personnel, (2) extend over a long time period, (3) have instructors who are at different levels of professional competence, (4) provide support and challenge for participants, (5) conduct exemplary meetings and seminars, (6) demonstrate with children, (7) mix teachers from several schools, (8) encourage teacher individuality, and (9) make professional materials available. Local International Reading Association groups can offer such programs even more effectively than colleges because of the time limit and external motivation of an outside institution. One National Defense Education Act Reading

Institute is described in detail, and excerpts from participant responses are quoted. References are included.

42. National Education Association. Inservice Education of Teachers: Research Summary 1966-S1. Washington, D. C.: Research Division, 1966. 19 pages. ED 022 728 MF $0.25 HC not available from EDRS. (Available from Publication-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, $0.60.)

Half of this research survey consists of a descriptive discussion of inservice education. It limits itself to "Those Systematic Programs Designed to Aid the Classroom Teacher" which are promoted by school systems, government agencies, professional associations, or colleges. The need for inservice education is discussed, and procedures for establishing such programs are outlined. Nineteen practices, such as workshops, field trips, and teacher exchanges, are listed and described, and common barriers to inservice programs are noted. Research summary sections on "Studies of Inservice Education Practices," "Evaluation," and "Improving Inservice Education" discuss and relate about twenty research studies, most of them published since 1960. General trends and practices are noted throughout. Tables present the results of three recent Research Division studies. A bibliography lists fifty-four items on all phases of inservice education, most of them published in journals since 1960.

43. New Hampshire University. In-Service Teacher Education Course: Teaching Elementary School Reading. An Evaluation Report. Durham: Bureau of Educational Research and Testing Services, 1969. 108 pages. ED 036 459 MF $0.50 HC $2.60.

The television course, "Teaching Elementary School Reading," represents the third in a series of inservice education programs developed and produced by the New Hampshire network to improve the professional knowledge and skills of teachers previously isolated by geographic barriers characteristic of the rural environment of northern New England. The information presented in this document, the extensive formal evaluation of the program, is organized according to the following five-fold format: (1) the biographical characteristics and professional expectations of teacher-enrollees; (2) the assessment of targeted process information including enrollee assessment of the fifteen-lesson instructional series, generally, and the related television lessons, study guide, regional work sessions, and classroom follow-up activities; (3) the change data represented by pre- and post-instrument administration and statistical analysis of ongoing data input; (4) the results of a final "retrospective" course evaluation; and (5) a summary of the project effort with emphasis on the implications of inservice teacher

education courses for regional education, including recommendations of plausible changes in design, documentation, production, and evaluative segments of the reading course. A thorough reexamination of the underlying concept of inservice teacher education is one of the major needs underlined by the study.

44. O'Connell, Carol. "Promising Practices in In-Service Education in Reading." Paper presented at the International Reading Association Conference, Boston, Massachusetts, April 24-27, 1968. 9 pages. ED 029 755 MF $0.25 HC $0.55.

    An overview of inservice training programs in Ohio is presented. Evidence of the impact of federal assistance is shown through a review of Elementary and Secondary Education Act Title I and National Defense Education Act Title III programs. A statewide reading council has been created to sponsor conferences and workshops and to initiate secondary reading programs. Descriptions of specific inservice programs are given. Conclusions based on the above-mentioned programs show promising practices on which to base future programs.

45. O'Hanlon, James. In-Service Education in Small Schools. 1967. 15 pages. ED 013 167 MF $0.25 HC $0.85.

    A survey of the inservice education practices in 155 small (ten to forty teachers) secondary schools was conducted in Nebraska during the 1966-67 school year. Questionnaires were sent to all the administrators and to a random sample (6 percent) of the teacher population of the schools. These instruments asked for descriptions and evaluations of present programs and opinions concerning the kinds of inservice education experiences needed. Tables are presented showing (1) the percentage of teachers and administrators conducting inservice education activities, (2) the types of inservice activities, (3) results of evaluation of inservice programs, and (4) the areas of instruction where teachers need assistance and where they have received assistance. The writer concludes that more inservice activities are needed which (1) involve teachers in the leadership of activities, (2) are related to teachers' immediate day-to-day instructional concerns, (3) are evaluated in terms of their effectiveness, and (4) involve teachers in the planning of the activities.

46. O'Hanlon, James, and Witters, Lee A. "Breakthrough," In-Service Education for All Schools. Lincoln: Nebraska State Department of Education, 1967. 28 pages. ED 015 147 MF $0.25 HC $1.50.

    A study of inservice education programs, both in Nebraska secondary schools with staffs of ten to forty teachers, and in neighboring states,

yielded criticism which cut across subject matter and grade lines. A survey of 165 teachers and 155 administrators revealed the following findings: (1) Most felt that their school's program was inadequate (forty-three teachers rated their experiences as "satisfactory," and forty-three as "extremely inadequate"). (2) Rated as "little or no help" were faculty meetings (in which administrators placed great faith), preschool workshops, and supervision; all of which often form the basis of an inservice program. (3) The only skills with which teachers felt they had been helped were audiovisual. (4) Seventy-seven teachers believed they had received no inservice experience of value. (5) Approximately 40 percent of the administrators were unable to describe an effective inservice activity in the last three years. (6) Both experienced and new teachers wanted the same help. (7) About 90 percent of experienced teachers who had taken college courses since beginning teaching considered the classes helpful. (8) Teachers wanted better communication with administrators. (9) Experienced, as well as new, teachers thought that the effectiveness of local programs would be improved if teachers played a larger role. The three areas in which teachers most wanted help were student motivation, individualization of instruction, and innovation. Recommendations are included.

47. Palm Beach County Board of Public Instruction. Individualized In-Service Teacher Education. (Project IN-STEP). Evaluation Report, Phase I. Boynton Beach, Florida: 1968. 44 pages. ED 033 905 MF $0.25 HC $2.30.

Phase I of the project was conducted to develop and evaluate a new inservice education model. An elementary science curriculum, "Science--A Process Approach" (American Association for the Advancement of Science), provided content for the training program which makes use of video tapes, self-study programed text materials, and classes in which teachers use the AAAS classroom materials. In September, 1968, teachers were placed in four instructional groups on the basis of pretest assessments, with those in one group serving as a control group. At the end of the academic year 1968-69, attitude and achievement tests were administered to the approximately three hundred elementary teachers, a random selection of their students, and a random selection of matched students of teachers from outside the program. Analysis of the posttest data permits acceptance of the hypothesis that the IN-STEP approach is an effective and efficient method of conducting inservice training. Conclusions were based on gain in group mean scores due to the instructional program, generally favorable teacher attitudes, cost-effectiveness comparison between IN-STEP approach and a traditional approach, indirect measure of proficiency of IN-STEP students, and moderately favorable indications of a difference in the attitudes toward science of IN-STEP and non-IN-STEP children.

48. Pharis, William L. In-Service Education of Elementary School Principals. Washington, D.C.: National Education Association, 1966. ED 011 696 Document not available from EDRS. (Available from Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, as NEA Stock Number 181-05512, $1.00.)

The need for continuing education of the elementary school principal is emphasized, especially as it relates to social problems (population explosion, urbanization, resource distribution, imbalance, and population mobility) whose eventual solutions depend upon education. Particular areas of educational change requiring inservice education of elementary school principals include curriculum content and organization, use of new methods and materials, internal school reorganization, changing objectives, increasing professionalization of the teaching staff, proliferation of special services and personnel, and expanded understanding of the socialization process. Inservice programs should be designed for the particular needs and interests of the participants. Inservice mediums for individuals include: (1) self-evaluation with analysis of both time and work allotments, (2) wide reading in the humanities as well as in the field of education, and (3) writing, to crystallize concepts and clarify aspects of the individual's experience. Inservice mediums for groups include: (1) simulation, (2) case studies, (3) human relations exercises conducted under laboratory conditions, (4) research seminars, (5) unstructured seminars, and (6) retreats.

49. Piele, Philip, comp. Annotated Bibliography on Educational Administrator Preparation Programs. Eugene: ERIC Clearinghouse on Educational Administration, University of Oregon, 1968. 9 pages. ED 023 198 MF $0.25 HC $0.55.

This annotated bibliography is a collection of the more significant, recent (since 1962) literature describing or proposing programs for the inservice or preservice preparation of educational administrators for public and private educational organizations at the elementary, secondary, and higher education levels. The thirty-six documents included deal with such topics as the influence of the social sciences and the humanities on the preparation of educational administrators, the writing of case study materials, and the use of simulation.

50. Ream, Marsha A. Inservice Education of Teachers. Washington, D.C.: National Education Association, 1966. ED 013 248 Document not available from EDRS. (Available from Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, $0.60.)

This survey of the literature includes discussions of the need for and the establishment of studies and evaluations of inservice education of teachers. Strong emphasis is laid on the need to improve the status of those teachers who lack full certification, as well as on professional growth for all teachers. There are discussions of existing practices under the following headings: (1) courses, in extension divisions of universities, in summer school, and through correspondence; (2) subject matter institutes, particularly those federally funded; (3) conferences; (4) workshops; (5) staff meetings; (6) committee work; (7) professional readings; (8) visits and demonstration lessons; (9) teacher exchanges; (10) participation in research and professional writing, for which teachers should get inservice credit; and (11) professional association work.

51. Regional Child Services. Behavioral Problems in the Classroom: A Teacher Inservice Training Program. Price, Utah: Regional Child Services, 1968. 91 pages. ED 033 062 MF $0.50 HC $4.65.

Designed to accompany an inservice teacher training program, this comprehensive syllabus presents twelve lessons on behavior problems. With the exception of the first and last, each lesson includes a narrative presentation of instructional material, a relevant case study with treatment, and a selected bibliography. The first lesson serves as an introduction to the syllabus and contains procedural information to be used in the course, such as conference procedures and sociometric techniques. The next ten lessons attempt to make the teacher aware of (1) the need for building a curriculum which is adjusted to pupil individual differences, (2) the importance of analyzing and understanding peer relationships, (3) the effects on student achievement of parental attitudes toward school, (4) factors which influence the development of (and means by which teachers can help to foster) positive self-concepts in students, (5) the effect of teacher-student relations in the school organization on student achievement, (6) procedures to analyze and create motivation in students, (7) learning principles and methods of applying them, (8) areas of intelligence testing, (9) factors which influence student progress, and (10) the relationship between physical development and school achievement. The final lesson is to be used for review.

52. Roberson, E. Wayne. Effects of Teacher In-Service on Instruction and Learning. Tucson, Arizona: EPIC Evaluation Center, [1969]. 16 pages. ED 037 383 MF $0.25 HC $0.90.

A study was designed to assess the change in teacher attitudes and methods and student attitudes and achievement as a result of a Teacher Self-Appraisal Inservice Program which included workshops on behavioral

objectives, principal-directed teaching skills sessions, and training in Flanders' Interaction Analysis and Roberson's Self-Appraisal. Throughout the year six videotapes were collected on each of twenty teachers; they were coded and interpreted and teachers were provided with feedback. Statistical tests were conducted at the end of the year to determine if any significant changes took place in the following data: (1) I/D ratios using data from Flanders' system; (2) percent of time spent in categories 1, 2, and 3 of Flanders' system, in encouraging verbal and nonverbal categories of Roberson's system, in closed method of teaching as opposed to open method of teaching in Roberson's system; (3) student and teacher attitude test scores; and (4) pre-post scores on reading tests, on a semantic differential scale, and on Edwards' Personal Preference Scales. Implications of the findings are that (1) such a program increases the reading achievement of disadvantaged children; (2) writing behavioral objectives at all cognitive and affective levels seems to bring about more change in teacher methods than does training in classroom observation systems; and (3) a teacher's attitude toward the organizational climate of a school may be affected by whether or not he understands the feedback he receives concerning teaching.

53. Ross, Marlene, comp. School-College Collaboration in Preparing School Personnel: A Guide to Selected Documents in the ERIC Collection, 1966-68. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1969. 56 pages. ED 029 000 MF $0.25 HC $2.90.

    Selected from material abstracted for Research in Education (RIE) from November 1966 to December 1968, this guide lists eighty-two documents on preparing school personnel through the collaboration of schools, colleges, agencies, organizations, state departments of education, and the community. Part one presents summaries of the RIE abstracts in the following categories: type of collaboration; type of inservice program, including those for urban and rural environments, the gifted, and specific curriculums; training programs; television as an inservice tool; merit rating of teachers; and change. RIE abstracts of the documents are reproduced in part two as the annotated bibliography.

54. Schankerman, Maurice. "In-Service Education: A Study of the Participation Patterns of a Selected Group of Elementary School Teachers." Ed. D. thesis, Indiana University, 1968. 242 pages. ED 034 118 Document not available from EDRS. (Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103, Order Number 69-6772, Microfilm $3.15, Xerography $11.05.)

    A study was made of inservice education activities for a selected group of public elementary school teachers in Indianapolis, with emphasis on

patterns of participation, activities offered to, and desired by, teachers, teacher evaluation of activities, opinions on administration of the program, and recommended improvements. Questionnaire respondents (181, or 57 percent of teachers surveyed) gave data on such matters as likes, dislikes, scheduling, and program leadership. Teachers desired many more kinds of activities, greater involvement in program planning, planning and initiation of activities at the district level, and increased supervision by principals, supervisors, and consultants. They desired (1) staff counseling concerning professional growth and development, career planning, and personal problems; (2) classroom observation, both within their own schools and in other schools; and (3) small group discussion meetings by grade level or subject areas. They indicated that inservice education (preferably on a released-time basis) should be required regardless of tenure, degree status, or experience, and sought involvement in a cooperative study of school system policy, educational aims and philosophy, classroom experimentation, and current research.

55. Schiffman, Gilbert B. "A Pattern for Improving the Effect of Reading Personnel." In Position Papers in Reading: Reading in the Total School Curriculum, edited by Louise F. Waynant, pages 19-33. College Park: College of Education, University of Maryland, 1969. Paper presented at the Maryland Reading Institute, Silver Spring, Maryland, October 2-4, 1968. 15 pages. ED 037 332 Document not available from EDRS. (Complete document available from College of Education, University of Maryland, College Park, Maryland 20742.)

Greatest emphasis should be placed on the developmental and preventive aspects of the reading program, and the talents, skills, and responsibilities of the reading specialist should be redirected. At present too much time is spent by reading specialists in remediation work. To combat this and to work toward a total language arts program, the author recommends a two-pronged attack. One, a sequence of reading skills should be developed, and two, knowledgeable teachers must be developed by effective inservice programs. As for the latter, the author believes the best teacher inservice program takes place at the local school level during the regular school day. To accompany this training program in the school's organization, the author offers nine recommendations to help a school system develop a total reading program. References are included.

56. Service Project and Area Research Center. A Study of Inservice Programs in Chester and Delaware County Schools. West Chester, Pennsylvania: 1968. 25 pages. ED 028 962 MF $0.25 HC $1.35.

Educators from a sample (11 percent) of public, diocesan, and indepen-

dent schools in Chester and Delaware counties, Pennsylvania, were surveyed for information on the content and quality of their inservice programs for school personnel. Their responses to sixteen questions (such as type of inservice activities and influence of the program on change) are categorized and interpreted. Recommendations for the counties' inservice programs, made on the basis of these responses, primarily pivot around realizing an interacting educational community (inservice workshops for K-12 professional staff, and interschool and school-community cooperation in inservice education) and continuity between daily responsibilities or needs and the inservice program. The entire staff--teachers, administrators, and supervisors--should help plan inservice programs, attend workshops--not lectures--that are designed around individual needs, receive evaluative feedback from the program, and participate in subsequent retraining based on the curriculum revisions produced at inservice meetings.

57. Sorsabal, Donald Kenneth. "A Critical Evaluation of In-Service Training for Classified Employees in Selected Educational Organizations in the United States." Ed.D. thesis, University of Southern California, 1969. 244 pages. ED 034 960 Document not available from EDRS. (Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103, Order Number 69-13,084, Microfilm $3.15, Xerography $11.05.)

This study examined inservice training for classified school personnel in 150 selected organizations, and determined critical training requirements. Data were obtained by a preliminary questionnaire on training scope and content, and by a critical incident questionnaire. The findings and conclusions included the following: (1) Inservice training was widespread, varied in scope and content, and considered all workers at every level of responsibility (especially those in food service, clerical, and operations work) for job improvement, induction, and staff development; (2) training was largely voluntary, with promotions being the chief incentive offered; (3) major emphasis was on skill improvement activities; (4) in the relatively few instances of training evaluation, performance ratings were the major evaluation technique; (5) for trainees, the most critical element was the nature of skill improvement activities, followed by instructors' personal, social, and professional qualities, and by trainee involvement in the training process; (6) assessment of training needs from information readily available in educational organizations provided a firm basis for program planning. Recommendations were offered on funding, evaluation, administration, and related matters.

58. Strom, Robert D. The Preface Plan, A New Concept of Inservice Training for Teachers Newly Assigned to Urban Neighborhoods of Low Income. Final Report. Columbus: Ohio State University, 1967. 113 pages. ED 017 596 MF $0.50 HC $5.75.

An inservice training program concentrated on increasing the confidence and competence of teachers newly assigned to schools in low-income neighborhoods. Twenty-one teachers (nine with no previous teaching experience) who had accepted positions for the following fall were given a six-week summer workshop which included lectures, home visits, films, juvenile court attendance, teaching small groups of children, and speaking with mothers receiving Aid to Dependent Children. Resource teachers who would work with them during the year also attended. The teachers felt more confident at the end of the summer and particularly valued their direct experiences. Resource teachers, building principals, and the project director observed each teacher's classroom during the year and offered help in difficult areas. Monthly inservice meetings were also held. During the school year, discipline was viewed as the greatest problem, but it improved as the year progressed. At the end of the year, nineteen of the teachers were ranked by their principals as average or above, and twenty elected to teach in a low-income setting, in comparison with the eight who did so at the beginning of the program.

59. Sweeney, Thomas J. A Developmental Program for Vocational Counselors Directed toward Serving Disadvantaged Youth More Effectively. Columbia: School of Education, University of South Carolina, 1966. 66 pages. ED 010 074 MF $0.50 HC $3.40.

Conducted as inservice training for a group of twenty-nine counselors in employment, trade, technical, and school settings, a two-week summer institute explored means of serving disadvantaged youth more effectively through individual and joint action projects. The participants held open discussions to stimulate worthwhile ideas in this area, and field visits afforded each of the counselors opportunities to meet and talk with young people and their families. In addition, social workers, psychologists, and urban rehabilitation personnel discussed their work and the problems that they encounter in attempting to aid this population of young people. During the following year, a series of three followup meetings were held on weekends. Colleagues and administrative supervisors of the participants were invited to the last two meetings. The meetings introduced new dimensions regarding the vocational future of disadvantaged youth and the necessity of professional teamwork in assisting them. The recommendations generated by the institute participants fell under two major headings: (1) joint action by agencies working with disadvantaged youth, and (2) counselor education and

inservice training. Primary evaluation was conducted through the administration of a participant questionnaire. All respondents indicated enthusiasm for continuing programs to serve disadvantaged youth. It should be noted that emphasis in this developmental program was applied primarily to the state of South Carolina.

60. University of Maryland. Multi-Jurisdictional Behaviorally-Based In-Service Program for Elementary School Teachers in Mathematics. Final Report. College Park: 1969. 583 pages. ED 033 066 Document not available from EDRS. (Available from University of Maryland Mathematics Project, University of Maryland, College Park, Maryland 20742, Final Report, all books, manipulative materials, $6.00; "Games and Algorithms," $3.00.)

    A project was designed to develop and validate a model for inservice education which could reach a large number of elementary school teachers. The thesis explored was whether this research, development, dissemination, and implementation could be effectively accomplished through the pooled competencies of a university-based staff, a state education agency, and local school systems. Analysis of data support the thesis. Procedures included the identification and description of four mathematical tasks to be included in the inservice program; construction of a behavioral hierarchy for one, the Algorithms Process Hierarchy (APH); construction of learning-teaching-instructional materials, "Games and Algorithms," for APH; initial tryout with 43 teachers in a summer institute; field testing in inservice programs in eleven countries with 211 teachers being taught by the summer institute participants. Included are the complete findings, the pretest-posttest performance-based assessment instrument, hierarchies for the additional mathematical tasks (constructing and describing whirligigs, constructing and describing three-dimensional figures, and decision making by probability), instructional materials for construction and description of whirligigs (which involves geometric shapes, linear measure, position on a grid, graph and slope of a line), procedures used for validating learning hierarchies, statistical formulas for the evaluation analysis, manipulative materials, and the "Games and Algorithms."

61. Warner, Josephine F. R. "The Role of the Guidance Coordinator as Consultant in the In-Service Education of Teachers in Alabama." Ed.D. thesis, Columbia University, 1963. 297 pages. ED 016 920 Document not available from EDRS. (Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103, Order Number 64-1509, Microfilm $3.85, Xerography $13.50.)

    Ways in which guidance counselors can help teachers develop ability in guidance were assessed in this study, based primarily on data collected

during 1957-58, with recent pertinent data added. Descriptions and evaluations were made of such inservice education methods as staff meetings, conferences, professional reading and associations, team teaching, work experiences, and travel; and for lectures, fil ns and film discussions, demonstrations, television, case studies, critical incidents, and manuals. Tape-recorded interviews, made with over one hundred Alabama administrators, supervisors, guidance workers, and classroom teachers, indicated several changes needed in Alabama schools. Activities appropriate for guidance coordinators in inservice teacher education include assisting with a child's problems, creating and maintaining services in which teachers are coworkers, providing opportunities for conferences and casual contacts, participating in curriculum and administrative planning, evaluating guidance services and facilities, and keeping informed of avenues of inservice growth.

62. Westby-Gibson, Dorothy. Inservice Education: Perspectives for Educators. Berkeley, California: Far West Laboratory for Educational Research and Development, 1967. 82 pages. ED 015 161 MF $0.50 HC $4.20.

This review of current literature on inservice education covers 184 items ranging from newspaper articles through journals to books and fugitive materials during the 1950-1967 period. Research is discussed in terms of the social setting in which the school is placed and the setting the school produces. The interactions between teacher and school are considered. The foregoing is then related to the processes of change in the school. Under the rubric of recent innovations that aid educators in inservice education practices, various new practices and devices are discussed, such as the use of (1) systems analysis, (2) interaction analysis, (3) microteaching, (4) sensitivity training, (5) various electronic media from movies to computers, and (6) the diversification of staff and its duties. The problems of decision making and leadership in inservice programs are dealt with, with emphasis on sound preparation and rigorous evaluation. The teachers of the disadvantaged are seen as a special case, needing sensitizing to their particular clientele. There is an extensive bibliography, and appendices deal with research in new media for inservice education (presented in tabular form), and a comparison of video tape and films.

63. White, Marjorie A., and others. A Study of Contrasting Patterns in In-Service Education. Austin: Science Education Center, University of Texas, 1967. 22 pages. ED 021 807 MF $0.25 HC $1.20.

Inservice teacher education programs are designed to increase the teacher's subject matter competency and to develop positive attitudes toward new curriculum plans. This study of such a program attempts to answer two questions: (1) What type of program most efficiently

achieves the aims? and (2) How are the results affected by location of the program, previous teaching experience, previous science courses, and grade level taught? One hundred forty elementary school teachers participated in training programs using "Science--A Process Approach," a new curriculum developed by the Commission on Science Education for the American Association for the Advancement of Science. Three group programs were conducted: (1) a six-credit-hour course on a college campus, (2) a one-week preschool workshop followed by monthly one-day visits and group sessions in participating schools, and (3) a released-time inservice plan of eleven half-day sessions throughout the school year. Pretest and posttest batteries, along with other findings, indicate that the released-time format of teacher training is most effective for improvement in both science competence and teacher attitude, while the campus program is the least effective. Previous teaching experience and grade level taught seem unrelated to competence and attitude changes, but previous science training appears to contribute positively to both types of change. Seven references appear in the bibliography.

64. Williams, Catharine M., and others. The Development of a Packaged Program Designed to Enable Teachers to Carry on Their Inservice and Audiovisual Education. Draft of Final Report. Columbus: Research Foundation, Ohio State University, 1965. 232 pages. ED 003 127 MF $1.00 HC $11.70.

A project was undertaken to develop a series of packaged, integrally related, self-administrable workshops which could be used by teachers for inservice audiovisual education. Each workshop program was produced around a particular topic, for example, overhead projection. The programs were later tested, revised, and evaluated in sample schools. Each program was packaged in two portable kits, one containing information and guidance for the school principal and the other containing materials and guidance for conducting a particular workshop in a sample school. It was concluded that the project was highly successful, being especially helpful for teachers who needed training in audiovisual media and methods. Administrative and teaching personnel remarked that the programs fostered feelings of self-confidence because a fellow teacher (the leader) demonstrated mastery of each subject presented. The author points out that the project demonstrated that it is possible to take an area of instruction, break it down into teachable units, assemble the materials for teaching, provide guidance for using the materials, test the results, revise the program in light of feedback from the field, and end with a highly useful, self-administrable program.

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